

## **Report of the P-12 Student Learning and Development (CAEP Standard 4.1)**

In regard to Impact on P-12 Student Learning and Development (4.1), the EPP examined, in 2018-19, the degree of how positively program completers affected students' academic achievement which indicates their learning growth. The measures EPP primarily used for 4.1 component were (a) the data use of "highly effective category" in the Instructional Effectiveness Survey IDOE conducted annually, and (b) one school district's subject test results over years. Considering Impact on P-12 Student Learning and Development, the EPP presents the Instructional Effectiveness Survey, reported by school administrators, and commissioned by the Indiana Department of Education. In the survey, all of the EPP completers in the category of "highly effective" demonstrate the positive impact on students' academic achievement in recent years, since qualification to be categorized in "highly effective teachers" should come with proof of improvement of students' learning growth and of the increase of students' learning engagement level, as required by the State education law.

Accordingly, the EPP reflects that those teachers who were prepared at the EPP have made positive impact on student learning at schools in Northwest Indiana. Specifically, for those with one-year experience, 6 completers received "highly effective" in 2017-18 (total evaluated n=23); for those with two years of experience, 6 completers received the same rating in 2017-18 (total evaluated n=30); for those with three years of experience, 11 completers received the same rating in 2017-18 (total evaluated n=38). These data indicate that 23% of the total teachers evaluated received "highly effective" category in 2017-18 (24% in 2016-17, 19% in 2015-16, & 28% in 2014-15). Since the above statement does not reveal a specific school district in Northwest Indiana, the EPP decided to investigate further to see how effective the EPP completers have performed in a particular school corporation.

The City of Hammond was chosen since the EPP completers have been most employed in these schools during the past 7 years (2011-2018). Additionally, the School City of Hammond was chosen based on the assumption that a probability

of the impact level by most the EPP completers hired might be higher in these schools, rather than in schools who hired the least EPP completers. Since the "Instructional Effectiveness survey" reflected employment with 1, 2, and 3 years only, EPP decided to look up data older than 3 years past. The obtainable and verifiable data show, derived from data portal of the Indiana Department of Education, that School City of Hammond, Indiana, is first top employer for IU Northwest EPP completers (in the period of 2011-2018, n=67 out of 185; currently employed) and that second top employer is School Corporation of River Forest, Indiana (in the same period, n=31 out of 185; currently employed). To explore the data, the EPP used "Learning Connection" interactive data site managed by the Indiana Department of Education in which the Learning Connection implemented "Growth Model" to show academic performances of schools in Indiana. Based on data available in the Learning Connection, it partially demonstrates that the EPP completers might have contributed to the improvement of academic achievement in the core areas (Math and English/Language Arts) at schools in Hammond, IN, where Hispanic-American students are the majority. In light of the above, it is corroborated, that both the EPP completers who received "highly effective" rating in the Instructional Effectiveness Survey and the EPP completers employed at the School City of Hammond were well prepared through the EPP's quality preparation, contributing to improvement of student academic growth at schools.

NOTE: The related data collections are available at  
<https://www.iun.edu/education/related-information/index.htm>